



P. BUCKLEY MOSS FOUNDATION GRANTS – 2010

The P. Buckley Moss Foundation for Children's Education has grants available of \$1,000 to be awarded in 2010 to educators who need assistance to further their program goals.

Applications may be made for a grant up to \$1,000 *to support a new or evolving program that integrates the arts into educational programming*. The purpose is to aid and support teachers who wish to establish an effective learning tool using the arts in teaching children who learn differently.

GRANT APPLICATION REQUIREMENTS

Please submit this completed application in triplicate
by September 30th 2010 for the 2011 school year to:

P. Buckley Moss Foundation
ATTN: Grants Committee
152 P. Buckley Moss Drive
Waynesboro, VA 22980

Facsimiles will not be accepted.

MOSS FOUNDATION GRANT APPLICATION – 2010

Teacher's Name: Marcie Tauscher

Address: W8381 Woodview Drive

City: Onalaska State: WI Zip: 54650

Home Phone: (608) 781-3018 E-Mail: taumar@holmen.k12.wi.us

Name of School: Holmen School District: Sand Lake Elementary School

Address: 3600 Sand Lake Road

City: Holmen State: WI Zip: 54636

Phone: (608) 781-0974 E-Mail: obebri@holmen.k12.wi.us (principal)

SUPERVISOR'S ESSAY: Please have your Supervisor write in 100 words or less what her/his expectations are of this program.

Jenna, I'm still waiting to get this portion of my grant from my principal.

Supervisor's Name: (Please print)

Supervisor's Signature:

Title:



3600 SAND LAKE ROAD
HOLMEN WI 54636-8125
(VOICE 781-0974)
(FAX 781-2809)
www.holmen.k12.wi.us

Mr. Brian Oberweiser, Principal
obebri@holmen.k12.wi.us

Dear P. Buckley Moss Grant Committee:

Incorporating 21st Century technology skills into the classroom is a way to enhance the learning of all students. Students learn in a variety of ways, but learning can be difficult for some. It is important for teachers to find ways to reach all of their students. Verbally discussing a topic may benefit some, but many need to see how to complete an assigned task, especially in an art classroom. Using technology, such as a projector and a document camera, allows students to see techniques that their teacher is introducing as well as view artwork that has the technique incorporated into it. This type of technology can also be used to enhance demonstrations, and help students that have missed out on instruction.

Art teachers at Sand Lake Elementary have the opportunity to work with every student in the school. Having visual technology to use in our classrooms will benefit all of the students we teach. A projector will allow us to project images of famous art pieces, share websites that show the elements and principles of design being taught, and create Power Point presentations based on famous artists and techniques that we are teaching.

We are asking the P. Buckley Moss Grant Committee to award the art department at Sand Lake Elementary \$1000 to purchase a projector and have it mounted in the art room. This projector would be available for use by all related arts teachers (Art, Physical Education, Music, and Library) when the art department is not using it. In addition to this grant, we are applying for a separate grant for a document camera. Having both pieces of technology will allow us to enlarge paintings, projects, and demonstrations. The document camera will be used to record introductions and demonstrations that will be played back later for students that are absent or missing class due to interventions.

We hope you agree that our project plan meets the objectives of the P. Buckley Moss Foundation. We thoroughly appreciate your consideration, and hope you will help us in meeting the needs of all of our students.

Sincerely,
Marcie Tauscher
Art Teacher

PART I

Who will benefit from this program? Who will be the learners? How many students will be receiving special education services through an IEP?

It is well known that students learn in a variety of ways. Some prefer listening, while others prefer reading. Some students learn best when they can visually see how to perform a task yet others learn best by working hands on. Integrating technology into the classroom is an excellent way to meet the needs of students with varying ability levels. Unfortunately, with most schools, budget becomes an issue and technology often gets put on hold.

Sand Lake Elementary is a K-5th grade school that houses 520 students. Sixty-two of those students have Individualized Education Plans (IEP's). As with all students, those with IEP's learn in a variety of ways. In a six-day cycle every student in our school attends an hour and a half of related arts (Art, Music, Physical Education, and Library). As a related arts team, we have an opportunity that very few teachers have, to reach each and every child in the school. With this responsibility, it is very important that we use our time to meet the needs of all children. The Related Arts staff works with students identified with Autism, Deafness/Hard of Hearing, Emotional Disabilities, English Language Learners, Learning Disabilities, as well as students that are Gifted and Talented. Each of these students learns in their own way, and we must work to reach all of those learning styles. One way that we can strengthen learning is through the use of technology. However, as with many schools, we don't have the funding to purchase what is necessary.

My goal as an Art teacher is to integrate more technology into my classroom to enhance student learning and retention. I plan do to this with the use of a projector that I will purchase and have mounted in my classroom. In the mean time, I am writing a second grant to purchase a document camera that will connect to the projector and be used for additional projection of resources. I am a traveling teacher therefore, any related arts teacher will have access to the equipment at the times that I am teaching in other schools. Allowing the projector to be used by various teachers will enhance the learning of every student in the school in each of the related arts classes.

What adaptations will you need to make to accommodate students' abilities?

As mentioned previously, we work with students that have various disabilities. These students receive services outside of our classrooms however; we work directly with their teachers to make learning in our classrooms the best that we can. In art class some students with hearing impairments are serviced with a special sound system. Students with physical disabilities may have a different set of expectations and have the help of an educational assistant. Students with sensory issues may use rubber gloves if a certain art medium bothers them. Many special needs students need me to "dot out" their drawing to help in the general layout of their project. We already are doing many things to meet these needs however we are always open to incorporating more techniques. I don't envision many accommodations being necessary for this specific project. This plan is meant to

meet more student's needs by visually projecting resources such as but not limited to: images of artists, artwork, websites and demonstrations.

What is the purpose of this program?

The amount of technology that related arts teachers at Sand Lake Elementary currently have makes it difficult for teachers to work up to their potential. There are numerous websites for teaching in all curricular areas yet it is difficult to incorporate them into our classrooms without the necessary technology. This in turn has an effect on the students that struggle with learning. Without this technology, they are not receiving the rich education they could be. Having this technology for the related arts staff would most definitely help all students in their learning.

As related arts teachers, we are often times teaching lessons that relate to the core areas. We include reading and writing, science, math, and history into our lessons. Not only is our curriculum important to our specific content areas, but our curriculum can also be used as a way to enhance or build on what students are learning in their classrooms. Teachers are more effective in helping students learn if we can gain their attention, hold their attention, and reach those students who struggle to learn or learn in a different manner. We can do this by integrating technology. The Edutopia Staff explains this in their article, ["Why Integrate Technology into the Curriculum?: The Reasons are Many."](#) (para 6). It is stated that, "Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun." We live in a technology oriented world. Kids are exposed to technology all the time and they love using it. Integrating it into our classrooms seems to be a logical step in effectively reaching and teaching all students.

PART II

How will you accomplish this program?

Describe in clear, precise terms the program and the steps to complete the purpose.

If chosen for this award, Ms. Tauscher will purchase a projector and the necessary equipment to have it mounted into her art classroom. In addition, if awarded the second grant, the document camera will be connected to the projector to be used along with it. Once the room is properly set up, Ms. Tauscher will begin introducing students to the new technology and resources that will then be used to complement her teaching. After all classes are introduced to the technology, two test groups will be created. One group will be introduced to lessons using the technology resources available. The second group will

not. Upon completion of the lesson, both groups will take a quiz to see how well they retained the information presented to them. This will take place during two or three lessons. Ms. Tauscher will compare the scores, and see what the findings are. At that point, the groups will be switched, and the technology will be used with the group that previously did not have the opportunity to use it. Results will again be compared to ensure that they were not skewed based on the mixture of students in each of the participating classes.

Regardless of the findings, incorporating a projector and document camera into Ms. Tauscher's classroom will allow her to share images of artists and their artwork, demonstrate the use of interactive art websites, show art related video clips, project student artwork for critiques, and share many other resources. In addition, she will connect the document camera to the projector and project all of her demonstrations rather than crowding students around one table. Demonstrations will be recorded with the document camera so they are available for playback for students who are absent, or for those students who are pulled from art class for interventions. This will allow those individuals the opportunity to view the same demonstration without taking time away from the rest of the students. In addition, if Ms. Tauscher plans to be absent, she will record demonstrations in advance so a substitute can play the demonstration for the class. Providing students with these types of technology will be an additional way to meet the various learning styles student have. With several related arts teachers using this technology students will undoubtedly benefit from the use of this technology at Sand Lake Elementary.

What method will you use to evaluate this program?

If awarded both grants, Ms. Tauscher will begin by obtaining permission from parents and her principal to move forward with her research. When approval is granted she will move forward with her study.

To begin, one group of students will receive instruction using the newly integrated technology. This includes, but is not limited to the following websites:

- Mr. Picasso Head
- National Gallery of Art: Art Zone
- Museum of Modern Art
- smART Kids
- Mondrimat
- Incredible Art Department
- Tate Kids
- Various websites with artist biographies and artwork

Along with the websites, students will view teacher demonstrations projected from the document camera so they see the demonstration on a large screen rather than around a tiny table. In the mean time, a second class will receive the same information, however they will not be visually receiving the information the first class received through the technology. All presentation of the information will be done verbally and demonstrations will be completed around a table. Ms. Tauscher will formatively assess both classes,

throughout the course of the lesson. Students will be asked questions about the artist, elements, and styles of art that they are learning about. Upon completion of the lesson, Ms. Tauscher will assess students in each class in both an objective and summative manner. Students will complete a quiz related to the information provided to them throughout the lesson. Ms. Tauscher will then find results as to whether or not the technology helped students retain the information presented to them. The second step of the research will be switching the groups receiving the technology portion of the lesson. This portion of the study will be completed in the same manner as explained previously. The results of this lesson will help determine if technology is indeed helping students retain information. Upon completion of the initial research, students will complete a survey pertaining to their interest of the integrated technology.

If there is a positive correlation between the technology and both the formative and summative assessments, Ms. Tauscher will know that her goals and objectives have been successfully accomplished. If there is not a positive correlation between the two, but student attitude, behavior, and interest in the art classroom has improved, she will also conclude that the integration of this technology is successful.

Once research is complete Ms. Tauscher will share her findings with the grantor, principal, as well as the other related arts teachers that will be using the projector and document camera. She also plans to create a presentation showing her findings and would perhaps show video footage of the excitement students have when presented a lesson using the technology.

What is the budget for this program?

ITEM	P. Buckley Moss Request	Samsung Request	IN-KIND	TOTAL
Epson Power Lite 45+ Projector with necessary cables and ceiling mount	\$970			\$970
Installation of Projector (Mounting and electrical costs)	\$30		-Remainder of cost (\$220) will be taken out of the classroom art budget.	\$250
SDP 860 Document Camera		SDP 860 Document Camera (Approximate Cost \$719)		\$719 (Price of Document Camera)
Total Project cost	\$1000	\$719	\$220	\$1939

Once the projector and document camera are incorporated into the art classroom, additional funds will not be necessary. Both pieces of equipment have been chosen based

on the equipment that the School District of Holmen can support. If there are any repairs needed in the future, the district technology department has the knowledge necessary to make the repairs. Since the Power Lite 84+ is the projector that is purchased for regular classrooms throughout the district, replacement parts, such as bulbs, are kept on hand and funding will not be needed for replacement of these parts.

With support from the school district, this project is self-sustaining, and additional funding will not be needed to continue the use of the projector or document camera in the future. Both pieces of equipment will be integrated into daily lessons and will continue to enhance student learning in the future.

PART III

REPRODUCTION AGREEMENT

The P. Buckley Moss Foundation for Children's Education reserves the right to publish and distribute the ideas, teaching techniques and strategies submitted by the applicants for these grants. Because one of the goals of the grants is to share knowledge with other educators, we ask that you sign the reproduction agreement below.

*I hereby grant to the P. Buckley Moss Foundation for Children's Education and its successors and assigns a license to use the ideas, information, concepts and teaching methods contained in this nomination application as the Foundation sees fit in the furtherance of the interests and goals of educating students with disabilities. The P. Buckley Moss Foundation may quote the descriptions and information contained herein in its materials and may use my name in connection therewith, and shall have the right to distribute such material to the public in connection with this license. I acknowledge that I **will not** be compensated for the use of such material.*

Signed by the Applicant:

Date: